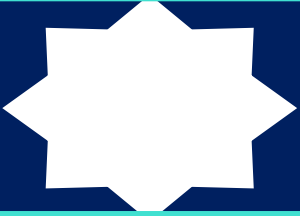




MARATHON SCIENCE SCHOOL



Relationship and Sex Education Policy

Written: July 2024

Review: September 2025

Uzeyir Onur

Monitored by	Mr U. Onur
Approved	School trustees
Consulted	Trustees Teachers Parents Pupils Community leaders
Teachers	Mr Satici Mr Ekici
Reviewed annually	September 2025

Context

Under the Children and Social Work Act 2017 the government committed to making Relationships and Sex Education (RSE) statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This guidance is due to be reviewed by the end of 2023.

Documents that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in Education – Statutory safeguarding guidance (2016)
- [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) published by the Department for Education (DfE) in June 2019
- [Department for Education FAQs for Parents](#)
- [Department for Education guides for parents on Relationships Education, RSE and Health Education](#)

THE RIGHT OF WITHDRAWAL

The statutory guidance for RSE and Health Education came into effect in all secondary schools from 2020, including academies, free schools and independent schools.

In secondary education from September 2020:

- Parents are not allowed to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents are allowed to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. Parental request for withdrawal should only be made after parents have read the policy, been consulted by the school about it and shown the resources to be used. The school reserves the right to refuse to take a pupil out of sex education if the leaders judge that owing to the child's personal and family circumstances, being denied access to sex education would not be in the child's interests; this applies to all pupils including those with special education needs and disabilities (SEND)
- After that point, the guidance states that, *'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'*

- Where pupils are withdrawn from sex education, schools should document the process and will have to, *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'*

Requests for withdrawal should be put in writing and addressed to the headteacher.

A delegated member of staff will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

DEFINITION

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

RSE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Our RSE curriculum will, "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."²

CURRICULUM

DELIVERY of RSE

RSE is taught within the citizenship/personal, social, health and economic (PSHEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects, such as gender equality are included in other subjects including religious education (RE).

Teachers are aware of the cultural, ethnic and religious groups that make up our school community and are sensitive to the different beliefs and values systems of our students. Sensitive issues relating to RSE are taught in an objective and balanced manner, with students being made aware of the difference between fact, opinion and religious belief.

In PSHEE lessons, ground rules are generated by students with teacher guidance to ensure a safe environment for discussion of sensitive issues and for all pupils to feel comfortable to participate. Such rules may include depersonalising issues and respecting one another's views through respectful listening and debate.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 25

- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

TRAINING

Mr. Ekici and Mr Satici are responsible for delivering CPHSE which includes RE and RSE. They are trained on the delivery of RSE as part of our continuing professional development provision. Where appropriate external expertise is used to provide support and training.

CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC
7	2	What are healthy relationships? What is bullying and harassment? What is unwanted contact and what support is available?
8	3	What are my values and what are the values of others? What does identity mean and what is discrimination? What is consent?
9	1	What is family to me and others? What conflicts can happen in families and what support is available? What are healthy and legal choices around sex and relationships?
10	1	What does community mean- What do extremism and radicalisation mean? What impact does social media and the internet have on our relationships? What is consent and how can it be given/received?
11	2	What issues might arise to do with intimate relationships? Unplanned pregnancies, parenting skills, so-called honour-based violence. How can I communicate effectively in a relationship?

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the needs of individual pupils in respect to their differing abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The Governing Body (Trustees) has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, linguistic or special educational needs, race, religion, nationality, ethnic or national origin, gender identity or sexual orientation or whether they are looked-after children.

BALANCED CURRICULUM

We are developing the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE (forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's Islamic values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils.

CONTROVERSIAL AND SENSITIVE QUESTIONS

The trustees want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The trustees believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All trustees, all teachers, all support staff and all parents must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Pastoral Care Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

TOPIC :Families

PUPILS SHOULD KNOW

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony

- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognize this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC : Respectful relationships, including friendships

PUPILS SHOULD KNOW

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable?
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC: Online and media

PUPILS SHOULD KNOW

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners

- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

TOPIC: Being safe

PUPILS SHOULD KNOW

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC: Intimate and sexual relationships, including sexual health

PUPILS SHOULD KNOW

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Monitoring and Evaluation

The senior leaders are responsible for ensuring that teaching staff are appropriately trained to teach this subject within the DfE guidance and with due regard to the Islamic ethos of the school; and that all staff are clear about the agreed way to respond to difficult questions. Evaluation of the impact of this policy and curriculum content on

pupils' knowledge, understanding, views and attitudes will be achieved through regular monitoring activities: lesson observations, learning walks, analysis of pupils' work, discussions with pupils and staff and feedback from parents.

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS / CARERS

Name of child :

Year :

Name of parent / carer :

Date :

Reason for requesting your child to be excused from sex education within relationships and sex education:

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Any other information you would like the school to consider :

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Parent signature :

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents :

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WLETTER TO PARENTS

Parents and Carers,

As a part of your child's education at Marathon Science School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next **(insert number)** weeks, starting **(insert date)**, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

RSE lessons in year **(insert year)** will include teaching about **(select as appropriate topic from curriculum map)**.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the senior staff and Marathon Science School trustees. Please visit the school's website: **(insert link to curriculum information here)** for more details about our PSHE curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values.

We would like to invite you to attend a parent information meeting on **(insert time/date)** to find out more about what your child will learn in RSE, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home.

As a school community, we are committed to working in partnership with parents to ensure that our relationships and sex education programme is relevant, prudent and appropriate. If you would like to find out more or discuss any concerns, we would urge you to attend the information meeting and look forward to seeing you there.

Yours sincerely,